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ABSTRACT

This 114-item annotated bibliography covers research in the teaching of English published between July 1, 1973, and December 31, 1973. Subject headings include "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," and "General English Curriculum." Subject categories are further divided according to reviews of research, status surveys, preschool and elementary, secondary, college and adult, special education, and teacher training. (WR)

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Annotated bibliography of research in the teaching of English

July 1, 1973 to December 31, 1973

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1. Andreacchi, J. Listening Comprehension and Reading Comprehension of Negro Dialect Speakers in Negro Dialect and in Standard English. Dissertation Abstracts International, 1973, 34, 2417A.

Examines two issues of educational importance to inner city, dialect speaking black adolescents: first, whether dialect background interferes with the comprehension of school material as a consequence of the structural and phonological differences that obtain between the two idioms; and, second, whether reading or listening is a more efficient mode for presentation of school material.

1.1.2 Bradley, J. M. An Analysis of Bilingual Education Programs (Spanish and English) for Pre-Adolescent Children in Six Connecticut Cities. Dissertation Abstracts International, 1973, 34, 1746A.

Attempts to determine the current status of bilingual-bicultural programs through interviews and questionnaire surveys of supervisors and teachers.

1.1.3 Calvert, J. D. An Exploratory Study to Adapt the Language Experience Approach to Remedial Seventh and Tenth Grade, Mexican-American Students. Dissertation Abstracts International, 1973, 34, 553A.

Concludes that language experience and its related activities

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can be considered helpful in enhancing writing achievement of Mexican-American students and, in general, the reading and study skills of both Mexican-American and Anglo students.

1.1.4 Hendrickson, R. H., and Gallegos, F. S. Using Creative Dramatics to Improve the English Language Skills of Mexican-American Students. Final Report. California State College, Sonoma, 1972, ED 077 023.

Describes a study using creative dramatics involving the simulation of real-life language situations. Findings suggest that creative dramatics promotes more effective use of English and may be adapted to conventional classrooms.

1.1.5 Lewnau, L. E. Bidialectal Skills of Black Children. Dissertation Abstracts International, 1973, 34, 2171A.

Differs from previous studies in that subjects included children from lower and higher educational backgrounds and that, in addition to the traditional Sentence Repetition Task, an Equivalence Judgment Task and a Paraphrase Task were also used.

1.2 Secondary

See: Calvert, J. D., 1.1.3.

1.3 College and Adult

1.3.1 Bhatia, A. T. An Analysis of Deviant Language Behavior in English Composition of Undergraduate Students at the University of Delhi, India, and Its Implications for Teaching. Dissertation Abstracts International, 1973, 34, 2152A.

An analysis which points out areas of language rules which the learner violates in his writing. All deviations are arranged in terms of their frequency of recurrence and hierarchy based on comprehension and communication.

1.3.2 Mattran, K. J. A Study of Programs of English for Adult Speakers of Other Languages in Public Schools in the State of Michigan. Dissertation Abstracts International, 1973, 34, 1053A.

Uses a survey of administrators and teachers involved with public school adult education programs to describe organizational and classroom practices in Michigan.

1.3.3 Whittaker, D. S. A Content Analysis of Black English Markers in Compositions of Community-College Freshmen. Dissertation Abstracts International, 1973, 34, 756A.

Results imply that in a predominantly white border-state community college, teachers of both regular and developmental freshman composition will probably find black English markers in the writing of most of the black students who reside in a predominantly black Model Cities area. Therefore, the teachers should distinguish black English usage from common misspellings or grammatical blunders, assign dialect exercises individually to those who consistently use nonstandard forms in their writing, and include second-dialect competency as one of the freshman-composition objectives.

1.4 Status Surveys

See: Mattran, K. J., 1.3.2.

1.5 Reviews of Research

1.5.1 Cross, W. C., and Bridgewater, M. Toward Bicultural Education for the Southwestern Mexican-American. Education, 1973, 94, 18-22.

Reviews research into the bilingual-bicultural education of Mexican-American students in the American southwest.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 Page, W. D. Teaching Linguistics to Elementary and Pre-School Children: Review of Research and Comment; and Behaviors of Teachers Teaching Linguistics to Elementary and Pre-School Children. Two papers presented to the Annual Meeting of the American Educational Research Association, 1973, ED 078 429.

A survey of studies reported between November 1966 and November 1967 on how teachers behave while teaching transformational and structural linguistics.

2.1.2 Preston, F., Jr. An Investigation of the Emphasis on Creative Thinking in Selected Language Arts Textbooks for Grades Four, Five and Six. Dissertation Abstracts International, 1973, 34, 670A.

Determines the relative amount of attention given to creative thinking in three popular language arts series for grades four, five, and six.

2.1.3 Smith, J. A. Creative Teaching of the Language Arts in the Elementary School. Second Edition. Allyn and Bacon, Inc., 1973, ED 077 012.

A second edition of a study discussing research in creative teaching in language arts at the elementary school level.

See also: Golub, L. S., 6.1.4; Groff, P., 2.5.1; Sheldon, W. D., 7.5.3; and Yesulaitis, M. P., 2.4.1.

2.2 Secondary

2.2.1 O'Donnell, R.C., and Smith, W. L. Use of an Instructional Module to Heighten Awareness of Syntactic Structure. Studies in Language Education, Report No. 3. Georgia, University, Dept. of Language Education, 1973, ED 077 026.

Explores the possibility of increasing sensitivity to syntactic structure by exposing subjects representing a range of ability to a programed sentence structure module.

2.4 Status Surveys

2.4.1 Yesulaitis, M. P. Procedures for Developing Oral Language Facility in Children Pre-K through Grade Three: A National Survey. Dissertation Abstracts International, 1973, 34, 79A.

Determines and compares recommendations (from writers in the field of reading, curricula sent by 32 state departments of education, and pertinent ERIC materials) for developing oral language facility.

2.5 Reviews of Research

2.5.1 Groff, P. Children's Speech Errors and Their Spelling. Elementary School Journal, 1973, 74, 88-96.

A review of research on the relationship between children's errors in speech and their errors in spelling. Concludes that speech therapy, dialect "correction," or saying words as they are spelled are not likely to have much effect on children's spelling.

2.5.2 Maynard, H. E. What Contribution Can General Semantics Make to the Communication Arts? Paper presented at the Annual Meeting of the National Council of Teachers of English, 1972, ED 077 004.

Discusses a number of research studies and essays on the teaching and learning of general semantics.

See also: Burton, D. L., 7.5.1; and Sheldon, W. D., 7.5.3.

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Madison, J. P. An Analysis of Values and Social Action in Multi-Racial Children's Literature. Dissertation Abstracts International, 1973, 34, 516A.

Identifies and analyzes the value content and the social actions in a sample of 32 children's books containing interracial, intercultural settings and situations.

3.1.2 Milford (Ohio) Exempted Village Schools. Milford Visual Communications Project. 1972, ED 075 823.

Describes a visual communications project designed to develop activities to promote visual literacy at the elementary and secondary school levels.

3.1.3 Siege, S. R. Heroines in Recent Children's Fiction--An Analysis. Elementary English, 1973, 50, 1039-1043.

Finds that the new heroines in children's fiction are girls whose behavior is a form of psychological protest against an environment that hurts them.

3.1.4 Tate, J. M. Sexual Bias in Science Fiction for Children. Elementary English, 1973, 50, 1061-1064.

An evaluation of 49 volumes of science fiction recommended in the most commonly used lists.

3.1.5 Taylor, M. E. Sex-Role Stereotypes in Children's Readers. Elementary English, 1973, 50, 1045-1047.

A study of textbooks which shows that attention must be given to the ways in which our educational system contributes to the building of self-confidence, identity, and a sense of self-worth in its students.

3.1.6 White, S. F. A Study of the Relationship between Racial Illustrations Accompanying Stories in Basal Readers and Children's Preferences for These Stories. Dissertation Abstracts International, 1973, 34, 77A.

Finds that both black and white children expressed significant preferences for basal reader stories illustrated with characters of their own race.

3.1.7 White, V. L. An Analysis of the Responses of Fifth-Grade Children to the Characteristics of the Heroes in Four Short Stories. Dissertation Abstracts International, 1973, 34, 1781A.

Analyzes and describes the nature, or level, and the extent, or number, of the responses of a group of fifth-grade children to the heroes in four short stories and determines the relationship between the responses and selected characteristics of the children.

See also: Klingberg, G., 3.4.5; O'Donnell, H.S., 3.5.2; and Sheldon, W. D., 7.5.3.

3.2 Secondary

3.2.1 Buzzard, D. B. Humanizing the Secondary English Curriculum through the Use of Film. Dissertation Abstracts International, 1973, 34, 2155A.

A five-chapter exploratory study which proposes that film study and a variety of media become a part of the secondary English curriculum.

3.2.2 Carson, J. F. A Study of the Role of Transition Literature in the Language Arts Curricula as Determined by Actual Practice in Indiana Junior and Senior High Schools in Grades 7-10. Dissertation Abstracts International, 1973, 34, 505A.

Attempts to determine the role of transition literature as reported by the classroom teacher and as viewed by students of low, average, and high reading comprehension levels and to determine the differences and/or similarities of views by students and teachers.

3.2.3 Ehrenkranz, E. An Investigation of Oral Responses to Poetry by Fifteen- to Sixteen-Year-Old Students in Three Differently Directed Groups, and the Relationship of Categories of Response to Sex and Reading Level. Dissertation Abstracts International, 1973, 34, 661A.

Findings of this study of affectively-oriented, cognitively oriented, and nondirective methods of teaching poetry indicate that prereading orientation in a specific direction narrows the students' responses, whereas nondirective treatment, allowing students the freedom to self-structure reactions, widens the frequency of responses in many categories.

3.2.4 Elkind, D. F. The Development and Evaluation of a Televised Poetry Program Designed to Enable Grade-Nine Pupils to Judge Poetry Effectively. Dissertation Abstracts International, 1973, 34, 1582A.

Finds that the experimental subjects using the instructional televised poetry program made significantly higher achievement gains than did the subjects in either of the control groups.

3.2.5 Gambone, K. F. The Viability of Literary Texts. Dissertation Abstracts International, 1973, 34, 1126A.

Explores whether or not there was an increase in understanding from one literary genre to another (romance, comedy, tragedy, and satire) and whether or not this growth is apparent from grade level to grade level.

3.2.6 Kahn, N. B. Design and Implementation of a High-School Literature Program to Motivate Lifetime Reading of Literature. Dissertation Abstracts International, 1973, 34, 2461A.

Attempts to develop a new series of courses, within a total English curriculum, which will both enhance the immediate lives of students and motivate lifelong desire to read literature.

3.2.7 McCaffrey, M. A. The Development and Evaluation of an Oral-Dramatic Approach for the Teaching of Poetry in Senior High School. Dissertation Abstracts International, 1973, 34, 1774A.

Finds that the Oral-Dramatic Approach results in substantial increase in student involvement and participation within the verbal activity of the class and that it results in statistically significant improvement in student appreciation of poetry.

3.2.8 Nicol, E. A. Research Design in the Arts: Suggested Approaches and an Illustration. Paper presented at Annual Meeting of American Educational Research Association, 1973, ED 077 011.

A study of response to narrative techniques--setting and exposition, dramatic moments, characterization, point of view, pattern and design, and words and language--by 165 students from advanced high school English classes.

3.2.9 Suffolk County Board of Cooperative Educational Services. Huntington's PACE Project. Final Evaluation Report. 1970, ED 078 447.

Summarizes the findings and evaluations of a PACE Project in which the researchers worked closely with the Performing Arts

Foundation of Huntington Township near New York City on a program which explored ways in which the professional performing arts could successfully be used in education to foster aesthetic appreciation, understanding, and involvement.

See also: Crook, J. A., 3.4.3; Klingberg, G., 3.4.5; Milford Schools, 3.1.2; Oehler, J. S., 3.4.8; Robinson, Sr. M. V., 3.4.9; and Schuster, E. H., 3.4.10.

3.3 College and Adult

3.3.1 Beach, R. W. The Literary Response Process of College Students While Reading and Discussing Three Poems. Dissertation Abstracts International, 1973, 34, 656A.

Discussions following a free-association assignment had more interpretation and less digression than discussions without previous preparation; a tape assignment resulted in an increase in engagement; a written assignment, in an increase in interpretation.

3.3.2 Frazier, R. C. The Origin and Development of an Interdisciplinary Humanities Program at Arizona State University. Dissertation Abstracts International, 1973, 34, 999A.

Explains why and how the interdisciplinary humanities program began at Arizona State University, describes the expansion and vicissitudes of the program as it evolved into the Center for the Humanities, and delineates trends which have implications for the future.

3.3.3 Fullington, L. The Effect of Active Response as a Means of Heightening Appreciation of Art in Large Group Instruction. Dissertation Abstracts International, 1973, 34, 2457A.

Concludes that active response was a major contributor to the heightening of appreciation of art in large group instruction. Individualized reactions can be encouraged by the form of active response and by providing time for that response to occur.

3.3.4 Legendre, L. J. A Computer-Based Model as a Curricular Alternative for the Teaching of Literary Criticism. Dissertation Abstracts International, 1973, 34, 1063A.

The model features (1) literary search based upon the entire text of Jean de La Fontaine's Fables; (2) self-paced learning; (3) inputs of up to fifteen word descriptors or of specified metrical patterns; (4) sentence or line cluster retrievals; and (5) program generated literary hypotheses.

3.3.5 Mittelstet, S. K. Humanities Education in Selected Texas Public Junior Colleges. Dissertation Abstracts International, 1973, 34, 2275A.

Identifies characteristics of "strong" humanities programs/courses in selected Texas public junior colleges.

See also: Ebert, J. B., 3.4.4.

3.4 Status Surveys

3.4.1 Brown, R. Responding to Literature: Theme 2, Literature. National Assessment of Educational Progress, Education Commission of the States, 1973, ED 077 020.

The second of four reports on the results of the 1970-71 National Assessment of Literature.

3.4.2 Brown, R. G. Understanding Imaginative Language: Theme 1 of the National Assessment of Literature. National Assessment of Educational Progress, Education Commission of the States, 1973, ED 077 002.

Includes the testing devices and detailed discussions and graphs of the results for exercises in the rhythm and logic of poetry, ability to recognize puns, and recognition of the tenor and vehicle of metaphors in poems; form similarity exercises; and inference exercises.

3.4.3 Crook, J. A. Teaching about Mass Media in Society in the Public Schools. Dissertation Abstracts International, 1973, 34, 2324A.

Involves a survey of the 50 states which revealed that 20 percent or less of the schools had either courses or units on mass media in society.

3.4.4 Ebert, J. B. Humanities Programs and Courses, 1968-1972. Dissertation Abstracts International, 1973, 34, 2362A.

Attempts to develop a subjective appraisal of the bases for humanities courses. Involved a survey of 193.

3.4.5 Klingberg, G. Goal-Based Literary Instruction: A Summary of the Basic Analyses of the LIGRU Project and a Programme for Practical Application and Further Research. Dept. of Educational Research, Gothenburg School of Education (Sweden), 1973, ED 078 437.

Discusses the results of a research project conducted by the Swedish National Board of Education concerning the reading of literature in the comprehensive school (the compulsory nine-year school for pupils between seven and sixteen years of age).

3.4.6 National Assessment of Educational Progress. Literature: Released Exercises. Educational Commission of the States, 1973, ED 077 019.

Contains 1970-71 literature assessment exercises (all in the public domain) which were selected for release at this time.

3.4.7 National Assessment of Educational Progress. Recognizing Literary Works and Characters: Theme 3, Literature. Education Commission of the States, 1973, ED 078 425.

The third of four reports of the 1970-71 National Assessment of Literature. Discusses the ability of 9, 13, and 17 year olds and adults to recognize literary works and characters.

3.4.8 Oehler, J. S. A Study of Secondary School Humanities Programs in the United States. Dissertation Abstracts International, 1973, 34, 2277A.

Attempts to identify and describe the common characteristics of programs in the United States and to identify such specifics as the nature of rationales, purposes and objectives, content, methods and materials, organization, and students populations.

3.4.9 Robinson, Sr. M. V. Humanities Education in the Secondary School. Dissertation Abstracts International, 1973, 34, 1594A.

Uses a questionnaire survey to assess the basic ideas and opinions of students in eight schools concerning Humanities education.

3.4.10 Schuster, E. H. The New Criticism and Its Influence on the Teaching of Poetry in American Senior High Schools through 1965. Dissertation Abstracts International, 1973, 34, 1497A.

Discovers that the New Criticism had rather little influence on the teaching of poetry in the public high schools. It had a

much stronger influence on the teaching of poetry in independent schools.

3.5 Reviews of Research

3.5.1 Cooper, C. R. Research Roundup: Literature, Humanities, Media. English Journal, 1973, 62, 1056-1058.

Describes and evaluates several studies on the teaching of literature, humanities, and media.

3.5.2 O'Donnell, H.S. ERIC/RCS Report: Sexism in Language. Elementary English, 1973, 50, 1067-1072.

A review of research in the ERIC system on sexism in language and literature.

See also: Burton, D. L., 7.5.1; and Sheldon, W. D., 7.5.3.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Allington, E. D. A Study of Teacher Behavior Modification Resulting from Training in Practical Applications ~~for~~ of Guilford's Structure-of-Intellect Model. Dissertation Abstracts International, 1973, 34, 2427A.

The conclusion derived from this study and the subsequent replications of it is that teachers' utilization of classroom time can be improved dramatically with only a few weeks of instruction and discussion.

4.1.2 Baer, G. T. An Evaluation of the Northern Illinois University Undergraduate Elementary Education Program Based on the Opinions of a Selected Group of Its Graduates. Dissertation Abstracts International, 1973, 34, 2429A.

Attempted to determine how elementary education majors who have graduated from Northern Illinois University perceive the effectiveness of their undergraduate professional preparation.

See also: Ferris, F. H., 4.2.7.

4.2 Secondary

4.2.1 Archer, R. P. STYT Training or Students, Teach Your Teachers: A Heuristic Approach to Humanistic Education. Dissertation Abstracts International, 1973, 34, 2428A.

Among the conclusions are that any student can teach himself faster than a teacher could; that no teacher can teach anyone anything; and that all people who can teach themselves a language by the age of two have a capacity for brilliance that the present school system is not designed to release.

4.2.2 Baron, H. J. An Investigation of the Consultant's Role as an Agent of Change in the High School English Program. Dissertation Abstracts International, 1973, 34, 552A.

Attempts to discover how a consultant can be a significant factor in effecting changes in teachers and curricula through a program under which the author made himself available to several schools as a consultant in the teaching of English.

4.2.3 Brown, L. H. A Study of a Process of In-Service Education for Teachers of English with Reference to Chicago School Criticism and the Tyler Curricular Rationale. Dissertation Abstracts International, 1973, 34, 1158A.

Seeks new information about the process of guiding teachers from basic content or scholarship (viz., Chicago School criticism) which is generally unfamiliar to them through the various behaviors of teaching.

4.2.4 Cohan, S. L. The Development and Field Test of a Module Designed to Instruct Student Teachers in Aspects of Critical Thinking and the Teacher Behaviors Which Promote Critical Thinking. Dissertation Abstracts International, 1973, 34, 2433A.

Attempts to design a performance-based module to instruct student teachers in aspects of critical thinking and the teacher behaviors which promote critical thinking in pupils and to conduct a field test of that module.

4.2.5 Felton, C. E. A Comparison of Two Methods of In-Service Teacher Training in Selected Nonpublic Midwestern Secondary Schools. Dissertation Abstracts International, 1973, 34, 2436A.

Conventional instruction (employment of as many "New Design" strategies as practical) was compared with use of learning packages in teaching the eight "New Design" concepts.

4.2.6 Ferris, F. H. An Investigation of the Effects of Instruction in the Evaluation of Arguments on Selected Critical Thinking Skills of Students in an Undergraduate Teacher-Education Program. Dissertation Abstracts International, 1973, 34, 2437A.

Concludes that the instruction necessary for significant improvement in the critical thinking skills of preservice teachers can be given in a relatively brief period of time. Students who had received training in selected critical thinking skills scored significantly higher on the criterion measure than students who had not received such training.

4.2.7 Thompson, S. B. Some Beliefs of Future English Teachers Attending Indiana University Regarding the Teaching of Secondary English. Dissertation Abstracts International, 1973, 34, 654A.

Attempts to discover if a secondary English methods class is influential in determining the beliefs of future English teachers regarding 30 selected classroom practices.

4.2.8 Tollefson, N. Selected Student Variables and Perceived Teacher Effectiveness. Education, 1973, 94, 30-35.

According to the results of a questionnaire survey distributed to 1643 high school students, tolerance, flexibility, respect for students, enthusiasm for teaching, and skill in presenting subject matter were important variables in describing teacher effectiveness.

See also: Catalani, A. R., 4.4.1.

4.4 Status Surveys

4.4.1 Catalani, A. R. A Study of Selected, Nationwide Inservice Education Programs for Secondary School Teachers of English, Grades 7-12, from Fall 1969 through the Academic Year 1971-72. Dissertation Abstracts International, 1973, 34, 646A.

Attempts to discover the extent to which school districts provided inservice education from the fall of 1969 through the 1971-72 academic year, to determine if it consisted of continuous, process-oriented growth experiences, and to identify promising practices among inservice education programs.

4.5 Reviews of Research

4.5.1 Lucio, W. H. Pupil Achievements as an Index of Teacher Performance. Educational Leadership, 1973, 31, 71-77.

Though early investigations provided relatively little evidence that particular teaching acts or teacher characteristics were associated consistently with learner achievement, more recent studies show that selective indices of teacher performance can be derived by specifying desired changes, arranging instructional events to produce the changes, and assessing the learners' attainment of instructional objectives.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Golub, L. S. Measuring English Language Arts Concept Attainment. 1972, ED 073 476.

Summarizes four English Language Arts studies sponsored by the Wisconsin Research and Development Center for Cognitive Learning. Results indicate that boys and girls do not learn concepts equally well; that some English language arts concepts that are taught are not learned well; and that the most difficult category of concepts is that dealing with "Words in Sentences."

See also: Fisher, E. M., 6.1.2.

5.3 College and Adult

5.3.1 English Council of the California State University and Colleges. Equivalency Testing in College Freshman English: A Report and a Proposal, 1972, ED 073 467.

Report of a study of equivalency testing in English for entering freshmen in California state colleges.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Bernstein, B., Ed. Class, Codes and Control. Volume 2, Applied Studies towards a Sociology of Language. Routledge and Kegan Paul, 1973, ED 076 993.

A collection of studies on maternal communication, the speech of five year olds, the speech of seven year olds, and social control and socialization within the family.

6.1.2 Fisher, E. M. A Linguistic Investigation of First Grade Children's Spelling Errors as They Occur in Their Written Compositions. Dissertation Abstracts International, 1973, 34, 1480A.

Suggests that the information from this dissertation be used to

develop a test of written language development that would include information (norms) about the most frequent errors expected for particular age/grade levels. The test could aid teachers in determining whether a child is retarded, normal, or advanced in his written language development.

6.1.3 Golub, L. S. Syntactic and Lexical Deviations in Children's Written Sentences. 1972, ED 073 475.

Studies compositions based on a picture as stimulus and written by fourth and sixth graders for syntactic and lexical deviations. Comma fault, sentence sense, and coordinating conjunctions were the most frequent syntactic problems encountered.

6.1.4 Golub, L. S. Written Language Development and Instruction of Elementary School Children. Paper given at Annual Meeting of National Conference on Research in English, 1973, ED 073 474.

Finds that realistic approaches are needed in teaching language usage, dialects, and registers; approaches include a nonrepetitive instructional system accounting for different linguistic abilities and diagnostic evaluation of children's written language ability.

6.1.5 Graves, D. H. Sex Differences in Children's Writing. Elementary English, 1973, 50, 1101-1106.

Discovered major differences in the writing interest of boys and girls.

6.1.6 Harari, H., and McDavid, J. W. Name Stereotypes and Teachers' Expectations. Journal of Educational Psychology, 1973, 65, 222-225.

Short essays written by fifth-grade students were attributed to

boys and girls with common, popular, and attractive names or rare, unpopular, and unattractive names. A stereotype bias in evaluating the essays was more pronounced for experienced teachers than for inexperienced college sophomores.

6.1.7 Judd, K. E. The Effectiveness of Tape Recorded Evaluations of Compositions Written by Seventh and Eighth Grade Students. Dissertation Abstracts International, 1973, 34, 1770A.

Studies whether the use of a tape recorder for the evaluation of compositions will result in a saving of time for the teacher and/or an increase in the student's interest in his own writing that will lead to the production of more effective writing.

6.1.8 Montare, A., and Boone, S. Language and Aggression: An Exploratory Study amongst Black and Puerto Rican Youth. Paper presented at the Annual Meeting of the American Educational Research Association, 1973, ED 074 502.

The authors suggest that their study may substantiate the idea that ~~descriptive~~ disruptive classroom aggression can be reduced by improving language proficiency.

6.1.9 Norton, N. J. Symbolic Arts: The Effect of Movement and Drama upon the Oral Communication of Children in Grade Two. Dissertation Abstracts International, 1973, 34, 1491A.

Concludes that the language program, which included experiences in the symbolic languages of movement and drama, stimulated and expanded the quality of fluency in oral communication as well as the quantity of fluency in terms of number of words used.

6.1.10 O'Hare, F. Sentence Combining: Improving Student Writing without Formal Grammar Instruction. NCTE Committee on Research Report Series, No. 15. NCTE, 1973, ED 073 483.

The finding that seventh graders' writing can be improved within eight months suggests that sentence-combining practice could be a valuable contribution to a composition program.

6.1.11 Porter, J., Research Report: Alpren, P. F., The Grading of Original Stories--A Survey. Elementary English, 1973, 50, 1237-1240.

A descriptive survey to discover current story evaluation practices used by 200 intermediate grade teachers.

6.1.12 Porter, J., Research Report: Krzesni, J. S., Effect of Different Pen Colors on Performance of the Third and Sixth Grader. Elementary English, 1973, 50, 1240-1242.

A study of whether the introduction of different ink colors had any advantageous effect on the writing performance of 100 third graders and 100 sixth graders. Experimental findings did not completely support the assumption that one could motivate a child more with a writing instrument of his choice.

6.1.13 Sager, C. Improving the Quality of Written Composition through Pupil Use of Rating Scale. Dissertation Abstracts International, 1973, 34, 1496A.

Concludes that teaching children about the nature and use of a writing scale so that they could rate their own compositions and those of other children did improve the quality of children's writing. In every area tested, the improvement made by the children in the experimental group was significantly greater

than that made by the children in the control group.

6.1.15 Sussman, G. The Effects of Writing about Self on the Self-Esteem of Fifth and Sixth Grade Children. Dissertation Abstracts International, 1973, 34, 179A.

Results in findings which do not support the use of journal writing as a method of enhancing the self-esteem of pre-adolescent children.

6.1.16 Schaefer, C. Young Poets on Poetry. Elementary School Journal, 1973, 74, 24-27.

Attempts to uncover some of the influences that encourage children's poetic expression by means of a questionnaire survey of students whose poetry was published in an anthology, their parents, and their teachers.

See also: Fleming, J. T., 6.5.3; Sheldon, W. D., 7.5.3; and Tway, E., 6.5.4.

6.2 Secondary

6.2.1 Hawley, R. C. Composition for Personal Growth: Program Design and Evaluation. Dissertation Abstracts International, 1973, 34, 1062A.

Reports the results of four different types of evaluations of the "Composition for Personal Growth" program developed by Sidney Simon, Robert Hawley, and David Britton.

6.2.2 Janzen, H. L., and Hallworth, H. J. Demographic and Biographic Predictors of Writing Ability. Journal of Experimental Education, 1973, 41, 43-53.

A computer analysis of student essays which reveals that students who attend city, as opposed to rural, schools and students with an English speaking background have significantly higher mean scores in mechanical accuracy, fluency, and

sentence complexity factors. Achievement in city high schools and university courses was a significant predictor of mechanical accuracy and sentence complexity.

6.2.3 Moslemi, M. H. The Effects of an Intensive Unit of Instruction in Creative Writing on the Creative Compositions of Secondary School Students. Dissertation Abstracts International, 34, 1775A.

The hypothesis that a three-week unit on creative writing can improve the creative-writing abilities of ninth-grade average-ability students could not be supported by the findings.

6.2.4 Stevens, A. E. The Effects of Positive and Negative Evaluation on the Written Composition of Low Performing High School Students. Dissertation Abstracts International, 1973, 34, 1778A.

Concludes that there is no difference in the effect of positive or negative evaluation on the quality of compositions written by low performing students. Positive and negative comments both create positive attitudes toward the evaluator. While positive evaluation creates positive attitudes toward composition, negative evaluation creates negative attitudes toward composition.

6.2.5 Wallace, P. E. A Study of Semantic Theory and Its Use in the Teaching of Composition at the Secondary Level. Dissertation Abstracts International, 1973, 34, 562A.

The objective of this study is to examine current theories of semantics and to propose a plan for teaching composition at the secondary level that emphasizes communicative aspects of semantics.

See also: Dieterich, D., 6.5.2.

6.3 College and Adult

6.3.1 Ajay, H. B. Strategies for Content Analysis of Essays by Computer. Dissertation Abstracts International, 1973, 34, 2375A.

Part of the "Analysis of Essays by Computer" (AEC-II) project of the University of Connecticut. The main hypothesis underlying this study is that the inclusion of variables derived from consideration of both contents and style in a multiple regression analysis of student essays would prove more effective in predicting student grades than would the use of stylistic variables alone.

6.3.2 Bata, E. J. A Study of the Relative Effectiveness of Marking Techniques on Junior College Freshman English Composition. Dissertation Abstracts International, 1973, 34, 62A.

Findings revealed full correction to be no more effective than partial correction in improving student composition performance and marginal correction to be no more effective than terminal correction in improving writing performance.

6.3.3 Bossone, R. M., and Weiner, M. Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. City University of New York, 1973, ED 074 514.

Evaluates performance, background, attitudes, interests, academic needs, and problems of remedial English students at Baruch College of the City University of New York.

6.3.4 Dow, R. H. The Student-Writer's Laboratory: An Approach to Composition. Dissertation Abstracts International, 1973, 34, 2435A.

Compares the writing achievement and attitudes toward writing exhibited by 76 students in a conventional, structured English compositions classroom and by 70 students in an experimental Student-Writer's Laboratory. Concludes that it is possible to learn to write by writing, without reading and writing assignments and the marking and grading of papers, if an atmosphere for writing is created.

6.3.5 Eggebrecht, D. W. Development of a Junior College Communication Curriculum for Language Divergent Students. Dissertation Abstracts International, 1973, 34, 2268A.

The curriculum contains an introductory phase and a transitional phase which deals with language and its development, speech and listening, and literary genres.

6.3.6 Honeycutt, B. J. An Analysis and Prognosis of the Technical Report Writing Curriculum in Texas Public Junior Colleges. Dissertation Abstracts International, 1973, 34, 1587A.

Concludes that the technical report writing curriculum, and those who teach technical writing, need to be redirected in the future if the employment needs of the students are to be realized. In a questionnaire survey, instructors of technical writing agreed with only 50% of the curriculum content items perceived as essential or important by the training supervisors in business and industry.

6.3.7 McDonald, E. J. The Development and Evaluation of a Set of Multi-Media Self-Instructional Learning Activity Packages for Use in Remedial English at an Urban Community College. Dissertation Abstracts International, 1973, 34, 1590A.

Compare the effects on achievement and attitude of a method of teaching, using multi-media self-instructional learning

activity packages, with the conventional method of teaching by lecture and discussion.

6.3.8 Perrin, C. R. Discovery, Structure and Voice: an Approach to Teaching Composition. Dissertation Abstracts International, 1973, 34, 737A.

Tests the effectiveness of a new approach to teaching composition on seven students, representing a range of writing ability. Students were successful in writing papers that demonstrated original thought but were less successful in writing papers that demonstrated unusual creativity of thought.

6.3.9 Rakauskas, W. V. A Comparative Study of a Laboratory Approach Versus a Conventional Approach to Teaching Developmental Freshman Composition at the University of Scranton. Dissertation Abstracts International, 1973, 34, 1657A.

Concludes that the traditional method and the laboratory method are equally effective as means of improving writing skills of freshmen who need developmental instruction in college composition.

6.3.10 Seubert, H. F. A Study of an English Education Curriculum Developed for a County Penal Institution. Dissertation Abstracts International, 1973, 34, 1571A.

Attempts to determine the extent of progress of county prison students involved in a "Curriculum for Improving Communication Skills" (CICS) treatment as compared to another group of county inmates not pursuing this type of curriculum.

6.3.11 Shandloff, L. G. The Relationships of Freshman Composition Curriculum Practices in Florida Public Community Junior Colleges to Research in the Teaching of Written Composition. Dissertation Abstracts International, 1973, 34, 589A.

Though a few of the curricular practices in the group of colleges surveyed seemed to reflect findings from the research, there was little to indicate that this had occurred through the conscious design of the curriculum makers. Concludes that the research findings in composition were, in the main, little known to or implemented by the curriculum designers.

6.3.12 Waterhouse, J. Pre-Writing Speech and Experiential Constructs in the Teaching of English Composition. Dissertation Abstracts International, 1973, 34, 76A.

An exploratory study based on a single transcript of speech performance tape-recorded in a junior college English class in March 1971.

6.3.13 Way, J. G. The Relation of Students and Teacher Traits of Authoritarianism to Student Achievement in English. Journal of Psychology, 1973, 85, 229-234.

Investigates the relationship of five selected traits of authoritarianism, possessed by both college freshmen and their instructors, to students achievement in freshman English, concluding that student achievement tended to be affected more by teacher traits.

See also: English Council of California, 5.3.1; Fullen, J. D., 6.4.1; and Whittaker, D. S., 1.3.3.

6.4 Status Surveys

6.4.1 Fullen, J. D. Perceptions of the Language Arts Education in the Ohio Two-Year Technical College Programs. Dissertation Abstracts International, 1973, 34, 2329A.

A survey of Ohio two-year colleges, employers, students, and California two-year colleges. Among the conclusions is that Ohio colleges and universities ill-equip administrators and instructors for work in two-year technical colleges.

6.4.2 Knapp, J. V., and Slotnick, H. B. Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education. National Assessment of Educational Progress, Education Commission of the States, 1973, ED 077 029.

Results are discussed and reported in graph and chart forms.

6.4.3 Slotnick, H. B., Comp. Selected Essays and Letters: A Selection of Papers Collected During the 1969-70 Assessment of Writing. Report 10. National Assessment of Educational Progress, Education Commission of the States, 1972, ED 075 822.

Contains the NAEP writing samples from 9, 13, and 17 year olds and from adults (ages 26-35).

6.5 Reviews of Research

6.5.1 Cooper, C. R. Research Roundup: Oral and Written Composition. English Journal, 1973, 62, 1201-1203.

Describes and evaluates several studies on the teaching of oral and written composition.

6.5.2 Dieterich, D. ERIC/RCS Report: Teaching High School Composition.

English Journal, 1973, 62, 1291-1293.

A review of research on the teaching of writing contained in the ERIC system.

6.5.3 Fleming, J. T. Research Review and Critique: Teacher Behavior and Children's Oral Language/Speaking, 1966-1972. Paper presented at the Annual Meeting of the American Educational Research Association, 1973, ED 077 006.

Found no studies which could fully meet the criteria proposed. Discusses the sources of problems and recommends a shift of subsequent attention to search areas.

6.5.4 Tway, E. Implications of Research Studies in the Teaching of Writing (1966-1971). Paper presented at the Annual Meeting of the American Educational Research Association, 1973, ED 077 003.

Searched studies of the teaching behavior of elementary school writing teachers and found few studies with documented evidence of actual teaching behaviors.

See also: Burton, D. L., 7.5.1; and Sheldon, W. D., 7.5.3.

7. General English Curriculum

7.1 Preschool and Elementary

7.1.1 Friedman, P. Relationship of Teacher Reinforcement to Spontaneous Student Verbalization within the Classroom. Journal of Educational Psychology, 1973, 65, 59-64.

Finds more verbal reinforcement given for student responses to teacher-initiated interchanges than for spontaneous student verbalization. Also finds teacher reinforcement of spontaneous activities significantly related to the frequency of student-initiated verbalization.

7.1.2 Good, T. L.; Sikes, J. N.; and Brophy, J. E. Effects of Teacher Sex and Student Sex on Classroom Interaction. Journal of Educational Psychology, 1973, 65, 74-87.

Finds that high-achieving boys received the most favorable treatment and that low-achieving boys received the poorest contact patterns with both male and female teachers.

7.1.3 Kitzhaber, A. R., and others. An Experimental Curriculum in the English Language Arts, Grades One Through Six. Final Report. Oregon Elementary English Project, 1973, ED 078 446.

Discusses and examines the responses from 150 teachers who tried out the language arts curriculum developed by the Oregon English Project.

See also: Sheldon, W. D., 7.5.3.

7.2 Secondary

7.2.1 Beelick, D. B. Sources of Student Satisfaction and Dissatisfaction. Journal of Educational Research, 1973, 67, 19-22.

Finds that the sources of high school students' satisfaction ~~and~~ are achievement, recognition, school activities, and interesting schoolwork; the sources of dissatisfaction ~~were~~ are the teacher's behavior, interpersonal relations with peers, and school policy and administration.

7.2.2 Douma, R. G. Book Selection Policies, Book Complaint Policies and Censorship in Selected Michigan Public High Schools. Dissertation Abstracts International, 1973, 34, 1479A; ED 078 448.

Describes the content of the various book selection and book complaint policies used by a sample of Michigan public high school English departments; compares the effects of these policies on the inhibition or resolution of censorship; and provides a complete, sample book selection and complaint policy.

7.2.3 Gage, T. E., Comp. A Report on the Evaluation of Pilot English Selective Courses in the Mt. Diablo Unified School District. Mount Diablo Unified School District, 1971, ED 078 438.

Discusses the results of an evaluation by administrators and teachers of eleven high school elective, ungraded English courses offered by the Mt. Diablo School District in California.

7.2.4 Graham, R. W., III. A Study of Selected Aspects of the Fairfax County English Program. Dissertation Abstracts International, 1973, 34, 2165A.

Attempts to (1) describe selected aspects of the English curriculum, (2) describe certain characteristics of English teachers, (3) present teacher and department chairman perceptions of the methods currently used in the English in-service program; and (4) draw conclusions and make recommendations.

7.2.5 Samskar, W. E. An Evaluation of the Nongraded English Program at Woodland Junior High School, Duluth, Minnesota. Dissertation Abstracts International, 1973, 34, 2281A.

With one exception, there was no statistical difference in English achievement between the nongraded group and the control group after three years of treatment.

7.5 Reviews of Research

7.5.1 Squire, D. L. Research in the Teaching of English: The Troubled Stream. Research in the Teaching of English, 1973, 7, 160-189.

An overview of the methodological and definitional problems confronting researchers in the teaching of English.

7.5.2 Lewis, Phillip V. Body Language: Nonverbal Behavior as a Communicative Stimulus. ETC.: A Review of General Semantics, 1973, 30, 245-247.

Some implications of research into body language and nonverbal communication.

7.5.3 Sheldon, W. D.; Lashinger, D. R.; and Carney, J. J. A Summary of Research Studies Relating to Language Arts in Elementary Education: 1972. Elementary English, 1973, 50, 1261-1307.

Discusses 177 studies on language arts education in the elementary school. Though the great majority of studies deal with reading instruction, other topics include language, oral communication, written communication, and interests and literature.